

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Method of Research

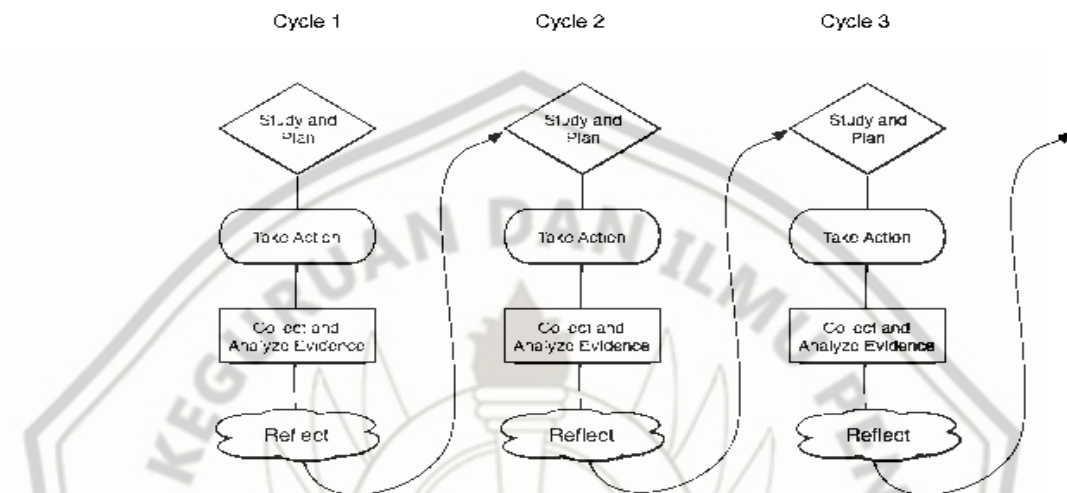
##### 1. Form of Research

The researcher conducted a classroom action research. According to Burn (2010:2) classroom action research provides such a way in problematic situation to the purpose of the improvement and changes things to be better in teaching and learning, for example in social (including education) situation in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practice, and (c) the situations (c) the situation (and institution) in which these practice are carried out.

#### B. The Procedures of Classroom Action Research

Car is differ from other research design. The researcher needs to considered the basic process and procedure in doing car. There are four basic stages in conducting a classroom action research, which are: planning as a means the action plan, acting is the implementation and reflecting is the evaluation of all these stages. The design of classroom action research can be drawn as follow:

Figure 1.1 : The Cycles of Classroom Action-Based Research



The Design of Classroom Action Research based on Kemmis and McTaggart in Burn (2010:9)

a. Planning

Planning referred to the activity of preparing all the material or instruments that was used.

b. Action

Action referred to what the teacher did in the classroom and how the class was managed based on the teaching learning.

c. Observation

Observation referred to the activity of observing the classroom situation and to observe the students' behavior during the process of teaching and learning. The students' work could be evaluated.

#### d. Reflection

Reflection referred to a process of analyzing an experience of practice in order to describe, analyze, evaluate and inform about learning process. On the reflection, it was tried to understand the process, the strength and the weaknesses of an action. Moreover, the teacher and the collaborator decided whether the cycle would be continued after processing the reflection stage.

To improve the students' speaking ability of MTs Nurul Jadid Siantan, the researcher used SIA as a technique in the classroom. Every meeting ran for 90 minutes, the students are asked to practice their speaking in pair by using some language functions in scenario.

##### 1. The Research Preparation

The writer collected data in form of interview. The data was intended to find the students' actual condition in their speaking ability. After knowing the first description, then the writer make a preparation such as, arranging the lesson plan, learning material in form SIA, making some learning Medias (field note, students' worksheet, recorder).

##### 2. Research Cycles

Based on (figure 1.1) this research is done in the form of a classroom action research which taked 3 cycles or more. Every cycle required 90 minutes which consisted of 12 pairs of students and each

pair needs 10 minutes to perform. The division of these three cycles was needed because every cycle would have different characteristic and goals. First cycle, most of materials were ten grade materials which were still simple for them. This was intended to stimulate their interest and confidence. The second cycle, the material was higher than first cycle. This was not only to stimulate students' interest and confidence but also students' fluency. The last was the third cycle, the material in this cycle was rather similar to the second cycle. This was the cycle to get progress of students' speaking ability, confidence, fluency, vocabulary, comprehension and grammar.

### C. Research Subject

This research subject were the eighth grade students of MTs Nurul Jadid Siantan in the Academic year of 2015/2016 which consisted of 28 students (15 female and 13 male). This research was carried out in MTs Nurul Jadid Siantan, Jl. Raya Wajok Hulu, Sungai Pandan Kabupaten Mempawah.

**Table 3.1**

#### **The eighth Grade Studetns of MTs Nurul Jadid**

No	Name	M/F	Data				Grade
1.	Murti	F	Sambas	2002	12	12	VIII
2.	Muslihah	F	Pontianak	2000	10	06	VIII
3.	Rita Juliana	F	Bengkayang	2001	07	08	VIII
4.	Jainal Muttakim	M	Sambas	1999	12	02	VIII
5.	Tomas	M	Teluk Keramat	1999	09	10	VIII
6.	Nor Hasanah	F	Wajok Hulu	2001	03	01	VIII
7.	Kurniawan	M	Wajok Hulu	2000	10	08	VIII

8.	Rahman	M	Wajok Hulu	2001	02	03	VIII
9.	Khoirunnisa	F	Wajok Hulu	1999	08	17	VIII
10.	Sairah	F	Wajok	2002	05	09	VIII
11.	Pera	F	Sambas	2000	05	10	VIII
12.	Hanina	F	Sungai Raya	2002	07	11	VIII
13.	Kurniawati	F	Wajok Hulu	2001	11	02	VIII
14.	Ahmad Sopian	M	Pontianak	2002	05	05	VIII
15.	Mila	F	Pontianak	1999	04	21	VIII
16.	Khoirul Anwar	M	Sui. ambawang	2001	17	24	VIII
17.	Ruspandi	M	Sambas	2000	09	05	VIII
18.	Nur Ahmad Jamil	M	Singkawang	2002	04	11	VIII
19.	M. Aris Arifin	M	Sanggau Ledo	1999	01	29	VIII
20.	Ismail	M	Wajok Hulu	2002	07	11	VIII
21.	Fahrul Bobby	M	Wajok Hulu	2002	17	27	VIII
22.	Ardiyah	F	Pemangkat	2002	05	04	VIII
23.	Siti Mawardani	F	Wajok Hulu	2000	09	12	VIII
24.	Achmad Mustofa	M	Pontianak	1999	08	19	VIII
25.	Diana Lestari	F	Pontianak	2000	09	12	VIII
26.	Erwin	M	Sambas	2002	10	17	VIII
27.	Maya Aryani	F	Sekura	2001	04	14	VIII
28.	Sopiah	F	Sambas	2002	03	09	VIII

## D. Technique and Tools Data Collecting

### 1. Technique of Data Collecting

The writer used qualitative and quantitative technique to collect to data was collected by the observation checklist, recording (to support the data collection) and field notes. Then the quantitative data was collected by the use test. The test was an indirect technique for collecting data because the result of the test become a assessment of students ability.

### 2. Tool of Data Collecting

#### a. Observation Checklist

This phase involved the researcher in observing systematically the effects of the action and documenting the context, action and

opinion of those involved. It is data collection where the researcher open eyed and open minded tools to collect information about what is happening.

Observation checklist was used to observe the action of students and teacher in the classroom activity. Observational data may be useful for recording non-verbal behaviour, behaviour in natural or contrived settings, and longitudinal analysis (Bailey 1994:397).

The Observation checklist here including Class Structure, Strategy, Teacher-Student Interaction and Content. The function of observation checklist here was know some the activity in learning through Action Based Learning from the students and the teacher interaction, class situation can work or not.

#### **b. Recording Data**

The researcher used the data recording to support data collecting and findings. Record is a way to set down for preservation. The video can write what will happen when teaching learning process applied. So from recorded data all the process teaching learning process can explain in field notes including the seriousness of students when teaching learning process. From it can seen which students were serious with their learning and which one who were not.

#### **c. Field Notes**

The function of field note in this research, as the same as recording data to support the data. In this field note, the researcher put

the situation about what was happening in the classroom while researcher applied this technique. Field notes is a note, which is made to write the important events that appear throughout the teaching learning process when the treatment is applied, including the students' doing the test in the classroom during those times to support the data from the observation checklist. The function of field notes here to write the note about the teacher completeness and readiness before teaching learning process, situation in the classroom when the students learn, what happen when students interact during teaching learning process.

d. **Speaking Ability Test**

The test in this research used to observe the improvement of students' speaking ability on grammar, fluency, vocabulary, pronunciation and interactive communication. The scoring will be given based on the students' statement in conducting strategic interaction approach (SIA). The students must performance each cycle which graded and the result of each cycle will be compared in order to know student's ability in mastery Speaking test. The function of the test here to find out the students improvement in learning Speaking ability. So from the test used to measure the students' achievement and can show student ability .

Table 3.1  
Speaking Components

Language Components	Description
Pronunciation	Pronunciation of individual sounds and words, Pronunciation of sentences, the right intonation and stress
Grammatical Accuracy	Accurate use of structure, or how the learner gets his/her utterance correct
Vocabulary	The learner's ability in choosing appropriate words and how to solve the problems when he/she cannot find suitable words by explaining around the word
Fluency	The ability to keep the conversation going, Read a text smoothly without hesitation, or inappropriate pause, or repeating words/lines
Interactive Communication	The ability to get the meaning across the listener

Table 3.2  
Scoring test

score	Category				
	Pronunciation	Grammatical Accuracy	Vocabulary	Fluency	Interactive Communication
1	Many wrong pronunciation	No mastery of sentence construction	Little knowledge of English words	Dominated by hesitation	Message unclear
2	Frequent incorrect pronunciation	Major problems in structure	Frequent errors of word choice	Frequent hesitation	Disconnected idea
3	Occasional errors in pronunciation	Several errors in structure	Occasional errors in word choice	Occasional hesitation	Ideas stand but loosely organized
4	Some errors in pronunciation	Minor problems in structure	Minor errors in word choice	Minor hesitation	Clear and organized ideas
5	No errors/Minor errors	Demonstrates mastery of structure (few errors)	Effective/appropriate word choice	No hesitation	Well organized and clear ideas

(Adapted and Modified from Brown. 2003)



## **E. Technique of Data Analysis**

To know whether SIA can improve students' speaking ability, the writer conducts a scoring in every cycle the measurement of the mean score of each cycle. Student score from each aspect of speaking ability for specific purpose is quantified as their total score. Student mean score to solve the problem of this research, the writer use scoring of students' speaking ability in accordance to the aspect of grammar and fluency by using an average score formula below In this research, used two kinds of technique for analysis the data. First Qualitative and the second Quantitative data.

### **1. Qualitative Data**

(Cohen, Manion and Morrison, 2007:461) qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities

The qualitative were obtained from observation checklist that consist some criteria for measure the result of the students, the teacher and the strategy by their activity in the class, that are class structure, strategy, teacher-students interaction and content. Recording data here used video for record the data, so from the video can wrote what happened when teaching learning process applied and than from video all the attitude and activity could be explained in the field notes. Field notes, the ways to analyze the field notes here with wrote the note

about the the students, the teacher and the situation in the classroom when teaching learning process. In here to fill the observation checklist and field notes the reseacher helped by the collaborator (The English teacher in the school). From observation checklist, recording data and fields notes can make the conclusion about the students and from the checklist or the note, the teacher could evaluate the teaching learning process.

## **2. Quantitative Data**

Quantitative data is recorded in the form of descriptive textual reports with little or no categorization. The documentation may consist of subjects' responses to semistructured interview questions, notes taken during focus group, or other kinds of group interaction or the researcher's observation of relevants aspect of community or organization (Bamberger, 2000 : 14)

The quantitative is the result of the test. The data were analyzed by counting the formula. The result of the test was analyzed by comparing the result of the test in each cycle. They were used to describe the change of subjects' learning behaviors. The result of the analysis used as an additional supporting data to conform the results of the quantitative data analysis. The quantitative data were as to reveal the extent of the subjects' progress or increasing ability in mastering vocabulary by comparing the result of test in each cycle.

After getting the score of the test, the writer analyzed the students' individual score and mean score of all students.

Then the writer analyzed the data test in each cycle. The students' achievement in each cycle can be recognized from the improvement of score range taken from the result of scoring table. The average score here is used to classify the qualification of students' action in conducting the Strategic Interaction Approach.

The formula is as follow :

a. Students Individual score

$$M = \frac{\sum X}{N}$$

M = students' Individual score in percent ( % )

$\sum X$  = Students' Individual score

N = the maximum score

Table 3.3

The criteria of students' score in percent

Score	Specifications
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 – 49	Poor

Adapted from Heaton (1988: 96)

## b. Students Mean Score

$$M = \frac{\sum X}{N}$$

M = the average of students' score

$\sum X$  = the sun of total score

N = the number of students being observed

Table 3.4

The Criteria of Students' Mean Score

5	Excellent
4	Good
3	Average
2	Poor
1	Very poor

Adapted from Cohen et al, (2000)